

# **Final Report**

## **Maine SAG Training**

**September 25-26, 2013**

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**Maine  
State Advisory Group Training**

**September 25-26, 2013**

**Facilitated by:  
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# Report

## TA Background

The Maine State Advisory Group (SAG) submitted a technical assistance request for SAG training, strategic planning, and youth involvement through their state agency to the State Relations and Assistance Division of the Office of Juvenile Justice and Delinquency Prevention (OJJDP). The specific request focused on the desire to provide a brief orientation for new members while committing the bulk of the time allotted to the development of action oriented plans designed to maximize the SAG's impact on the juvenile justice system within the current fiscal and policy environment. A central goal of the strategic planning request was to assist the SAG with a facilitated discussion and planning for a restructuring. Additionally, over the past several years, the SAG has experienced varying levels of success with successfully engaging youth members. As such, the training was requested to assist the SAG with determining how best to build upon their current efforts to engage youth in the work of the group. The specific request focused on the desire to develop action oriented steps to improve their recruitment, retention and engagement practices within their SAG. The overarching goal was to embrace total inclusion of youth engagement in the work of the SAG.

The meeting was scheduled for September 25<sup>th</sup> and 26<sup>th</sup> in Augusta, Maine. As part of the federal OJJDP Technical Assistance (TA) process, DSG consultant, Dr. Lisa Hutchinson, was retained to facilitate the training and delivered the training on these dates. Based on conversations between DSG, Dr. Hutchinson, OJJDP and Kathryn McGloin, an agenda for the session was developed. After review of the proposed agenda by the trainer, OJJDP the juvenile justice specialist and the SAG chair, modifications were made to the agenda to accommodate the needs of the TA recipients. A copy of the final agenda is contained in Appendix A.



## Detailed Report

### Description of Process

The Maine SAG met on September 25<sup>th</sup> and 26<sup>th</sup> for the purpose of providing a refresher SAG training, strategic planning to maximize the impact of the SAG and to develop a plan for total inclusion of youth members in the work of the SAG. The purpose of this meeting was primarily to provide the SAG an opportunity to develop a common vision to guide them as they structure their efforts to maximize the impact of their SAG and to effectively engage youth in the work of the SAG. The ultimate outcome was to develop viable action plans to maximize the effectiveness of the Maine Juvenile Justice System to meet the needs of its youth and families and to successfully include youth members in this work. Several SAG members were present and actively participated in the strategic planning session.

Prior to the training, the trainer modified the training agenda slightly to incorporate activities to help prepare participants for information sharing designed to address their specific needs and wants, as well as to develop action oriented strategies to attain them. Given the desire of the SAG to maximize the impact and involvement of youth members, the restructured agenda allowed participants an opportunity to better understand the tenets of youth involvement and plan accordingly. This session was successful (see Appendix B for evaluations) and provided an opportunity for the entire committee to identify and develop priorities to not only utilize, but also maximize youth engagement in Maine. Additionally, activities designed to ensure that participants were able to identify action steps to maximize the impact of their SAG were also included.

Overall, the training seemed to fulfill the TA request as evidenced by the participant evaluations and the reflections of the trainer (see Appendix B). Participants indicated that they found most sections to be useful. There were some recommendations made regarding improving the training, such as increasing the amount of time for training and having more SAG members present. However, most comments positively reflected the training session, such as “great speaker, she made sure everyone understood her, as well as making sure she understood what others were saying. Also got everyone involved!” and “this was an exceptional two days. The meetings were extremely productive. Thank you!”. Given the ambitious nature of the agenda, the ability to balance the technical assistance request with the need to adequately convey a substantial amount of information within the time allotted was difficult; we covered a lot of material in two days. However, the participants are to be commended for their dedication and attention.

## **Day One Training**

### **Part 1: Welcome, Introductions, and Overview**

Prior to beginning the strategic planning session, members were asked to discuss their expectations for the session. The discussion regarding their expectations offered the trainer insight into the objectives they most desired to achieve. The most common expectation involved the desire to reenergize the SAG and to develop concrete action steps to ensure that the SAG has a bigger impact on the juvenile justice system through reenvisioning themselves as the “go to” group for juvenile justice. The goal of understanding and effectively engaging youth members was also identified as an expectation. Other desired “take aways” were to identify and address the gaps in the system, learn more about the roles and responsibilities of SAG members, how to engage members, and ways to assess SAG memberships. At the end of the training the list of expectations was re-examined to ensure that all expectations had been met. A review of the list by participants revealed that their expectations had been met. Comments regarding the expectations for training may be found in Appendix C.

The Magic Wand exercise involved asking participants how they would change the current juvenile justice system in Maine if they were given a magic wand to do so. Participants embraced this exercise and offered very powerful ambitions (see Appendix D). The comments offered by participants provided an understanding of the issues most pertinent to Maine and the SAG members and offered the trainer an opportunity to attempt to include as much relevant information as possible during the training session. Additionally, it helped the trainer share information about national trends and issues in juvenile justice and to focus the training on issues considered important to the participants. Further, this exercise helped identify some additional areas for technical assistance. The list of desired changes ranged from eliminating delinquency and commitment and focusing on prevention and mental health services, expanding continuum of effective services to providing more juvenile justice training to criminal justice academy recruits to eliminating the charging mechanism as the precursor to receiving services. These issues were noted by the trainer and addressed throughout the training.

During this portion of the training, participants were also given an opportunity to review the agenda and make any recommendations for changes. They were also provided with an overview of the objectives for the training session. They were asked if the objectives met their approval before the training session began. A detailed discussion of the specific activities conducted during the training follows.

### **Part 2: History of the Juvenile Justice and Delinquency Prevention Act**

This module provided participants with a broad overview of the juvenile justice system. More specifically it helped them relate their role as SAG members to the larger picture of the overall juvenile justice system. Although many participants indicated general familiarity with this information, they indicated that the information present was useful

(see evaluations in Appendix B for more information). As evidenced by the evaluations, participants indicated that this section helped them more clearly understand how their role as SAG members interfaced with the overall system.

### **Part 3: Four Core Requirements of the JJDP Act**

The Core Requirement module seemed of particular interest to the group. Participants seemed eager to understand the requirements, as well as how compliance with these requirements was determined and/or monitored. The need to fully understand the requirements, as well as to educate others about these requirements seemed apparent to the participants. This section provided a solid basis for new members to help better understand the JJDP Act, as requested in the technical assistance request. The section of training contained in this module that was most pertinent to the TA was the curriculum dedicated to defining the four Core Requirements of the JJDP Act, as well as identifying ways SAG members could assist in ensuring compliance to these requirements. As evidenced by the evaluations, participants indicated that this section helped them more clearly understand how their role as SAG members interfaced with the overall system.

### **Part 4: Roles and Responsibilities of SAG Members**

This section of the training consisted of reviewing the membership elements of State Advisory Groups. Further attention was paid to identifying and discussing the specific and inherent roles and responsibilities of SAG members. Members were asked how the SAG addressed some of the specific roles and responsibilities. In addition, the trainer shared with them how other SAGs throughout the nation addressed these roles and responsibilities.

After reminding everyone of the roles and responsibilities, the group was asked to brainstorm ways to meet the various responsibilities. The brainstorming activity conducted during this model was well received and produced spirited discussions. Participants were not only tasked with identifying how they would fulfill their roles as SAG members, but were also asked to begin to visualize who might be responsible for such a task and any related division of work. Participants worked diligently on the task and generated a lot of potential ideas to assist them in fulfilling their responsibilities. Several new ideas to assist in meeting these responsibilities were identified.

### **Part 5: Assessing the Current Climate of Juvenile Justice in Maine**

With a solid understanding of the necessary framework upon which the Three Year Plan should be built, an understanding of the evolving role of State Advisory Groups in reforming juvenile justice systems, and a reminder of the importance of collaboration and coordination conducted, SAG members next focused on assessing juvenile justice in Maine. To provide SAG members information regarding the current climate of juvenile justice within their state, the decision was made to provide members with update on the fiscal climate of Maine juvenile justice, the fiscal climate at the federal level, as well as several other important state initiatives. A review of the federal and state fiscal climate was provided. The information presented is as follows:



### **Federal Fiscal (2013)**

- \$400,000 in Title II funding
- \$129,176 in JABG funding
  - Maine has JABG waiver for statewide funding

### **State Fiscal**

- DOC is focused on juvenile with some programmatic initiatives; often occurs in conjunction with Maine Care (\$600,000-\$700,000)
- Utilize EBP as well
- DOC and JJAG-Historically strong relationship; had a staff change
- Staff changes in many state agencies (DOC and DHHS)
- There is a new silo approach in juvenile justice; shift from former focus of collaboration.

### **Existing SAG Funding Areas**

Currently spending FY 2012 monies. Total funding for all areas is \$404,145. Areas funded with this amount include:

- Compliance Monitoring-\$85,000
- Delinquency Prevention-\$50,000
  - Afterschool programs
  - In school programs
- DMC-\$100,000
  - Half time coordinator
  - Interventions
- Systems Improvement-\$50,000
  - Collaborative problem solving
- School Programs-\$50,000
  - Afterschool/school success programs
- Planning and Administration-\$40,000
- SAG allocation-\$20,000
- American Indian-\$19,000
  - Restorative justice/diversion

Group discussions regarding the current climate of juvenile justice in ME were held and focused on ongoing initiatives, current barriers, and other relevant information. Pertinent information that resulted from these discussions is as follows:

- DOE and DOC have a new collaboration
- DOL is missing
- DOC/JJAG used to be strong
- DHHS missing (statewide some success at the regional level)
- Various statewide reorganizations

- Courts-judicial leadership exists on JJAG; unique-only state commission with judicial representation; helpful with compliance monitoring
- Maine is a unified judicial system
- Good relationship with law school
- Substance abuse community is missing (another reorganization issue)
- Other entities missing-school boards, EUDL, restorative justice, DHHS, planning and prevention
- ONDCP funding in ME; drug free monies; 10-12 coalitions exist throughout the state
- State Legislative connections (four primary committees-Criminal Justice and Public Safety, Health and Human Services, Judiciary, and Education)
- Erosion of progressive reforms
- JDAI Initiative
  - Muskee School of Public Policy
  - Misinterpretation of extent of problem
  - Quantitative but no qualitative data
  - Don't just point to the issue; find out the why (assessment data)

#### **Part 6: Celebrating the Successes: An Overview of SAG Activities**

To update the SAG members on the various activities that have occurred during the past year, a review of the last year's activities were undertaken. To attempt to develop a comprehensive picture, the trainer relied on SAG members and state staff to provide a brief update on activities. The brainstorming activity generated a basic list of activities undertaken during the last year.

Information regarding successes and barriers related to each of these areas over the last year was provided and discussed by the group. Based on the updates provided during this section of the training, it was apparent that Maine has focused their funding and efforts on the following: (1) Compliance Monitoring (2) Delinquency Prevention (3) DMC (4) Systems Improvement (5) School Programs (6) Planning and Administration (7) SAG allocation (8) American Indian Passs Through-Restorative justice/diversion. To more effectively improve the juvenile justice system in Maine, the SAG expressed a desire to thoroughly understand and comprehend past activities before embarking on the task of identifying new areas upon which to focus during the next three year cycle, which is an excellent decision. After completing this portion of the training, they seemed to have a better understanding of past accomplishments and potential areas upon which they might want to focus. Potential areas of interest included: (1) delinquency prevention (training, outreach, and education) (2) systems improvement (collaboration and capacity building) and (3) school programs.

After the updates on the activities of the SAG during the last year, participants were asked to begin to visualize and identify successes, as well as to identify the issues still remaining. Participants were asked to utilize this information to begin to envision the overall strengths and weaknesses of the Maine Juvenile Justice System. After identifying

these areas, participants were then asked to think about one to three areas for improvement they wished to see the SAG focus on in the next year. This exercise produced spirited discussion and, most importantly, a basis for the development of key action areas upon which to focus their efforts in the next year.

### **Part 7: How We Can Impact the Juvenile Justice System in Maine**

This section of training focused on providing an opportunity for brainstorming and inspiring SAG members to take an active role in impacting juvenile justice in their state. After reminding members of the roles and responsibilities, individuals were asked to reflect upon their magic wand and identify at least one way they could begin to achieve that goal. The purpose of the activity was to enable SAG members to begin to envision themselves as vital components of achieving the ideal juvenile justice system in Maine.

To assist participants with an understanding of the full responsibility they have in ensuring the success of the juvenile justice system, a brief overview of the Three-Year Plan, its required components, and the roles and responsibilities of SAG members as they relate to the development and implementation of this plan, were presented. Although many participants indicated general familiarity with this information, several new members were not familiar with this information. The focus of this session was on developing viable, action oriented goals to govern their activities over the next year.

This section provided SAG members with a solid foundation upon which to build a framework for maximizing the work of the SAG within the Maine Juvenile Justice System. The section of training contained in this module that was most pertinent to the TA was the focus on developing ownership of the Three Year Plan by the SAG members. This section more clearly distinguished the role of the SAG members in developing and implementing action oriented plans to achieve their goals.

The brainstorming activity conducted during this module was well received. Participants were not only tasked with identifying current and past challenges to effectively implementing their roles and responsibilities as SAG members, but also provided an opportunity to discuss ideas to overcome these challenges. The trainer participated in the brainstorming regarding possible resolutions and shared ideas and activities from other states to help SAG members address these issues. Participants worked diligently on the task and produced meaningful steps to achieve their responsibilities. Several new ideas to assist in meeting these responsibilities were identified.

### **Part 8: Maximizing the Impact of SAG Activities**

During this portion of the training participants were asked to reflect on previous activities, especially the assessing the climate of the juvenile justice system in Maine activity. SAG members were asked to reflect on past accomplishments in the context of the current climate of juvenile justice in Maine to determine successes, identify barriers, and begin identifying possible areas upon which to focus their efforts over the next year.

The next step of the process was designed to begin developing ownership of the soon to be created action plans. As such, the SAG was asked to conduct a mini SWOT Analysis.

Specifically they were asked to identify what was working, what was not working, and what needed to be “tweaked” within their current juvenile justice system. Due to time constraints answers were simply shared with the large group, rather than being recorded. SAG members were encouraged to focus their efforts on the remaining issues identified in the previous section, as well as to begin to think about other issues they felt needed to be addressed in the Maine juvenile justice system. Prior to the beginning of the next activity, participants were asked to brainstorm additional issues they felt needed to be addressed in their juvenile justice system. This brainstorming activity resulted in a lot of discussion regarding viable areas of focus. An analysis of the current fiscal situation was also undertaken. The purpose of the fiscal assessment was to provide participants with a realistic assessment of the funding available to accomplish efforts within identified focus areas. The assessment yielded the following information:

Current allocated funding:

- Compliance Monitoring-\$85,000
- DMC-\$100,000
- Planning and Administration-\$40,000
- SAG-\$20,000
- American Indian-\$19,000

Total allocation for funding is \$404,145. The initiatives identified above account for a total of \$264,000. The amount of money remaining for use in future identified areas of focus is \$136,000.

After discussing these aspects of the current juvenile justice system in Maine, the ability to maximize resources and the impact of the SAG on the system became more apparent to the participants. This section garnered a good deal of interest and was perhaps the most pertinent section of the training as it relates to the TA request. Specifically, this section of the training allowed SAG members and staff the opportunity to organize their basic plan for the items they wished to include and address in their action plans. The information collected during this portion of the training served as a key component of the identifying key areas for action. The potential areas identified during a previous section of the training include: (1) delinquency prevention (training, outreach, and education) (2) systems improvement (collaboration and capacity building) and (3) school programs. However, after participating in the fiscal assessment, participants began to discuss the reality of trying to fund initiatives within these three areas with a total of \$136,000. This realization led participants to revert back to their original expectations and aspirations for the SAG (discussed in the initial session of day one), which centered on maximizing the impact of the SAG to improve the juvenile justice system. The discussions turned from that of a programmatic funding focus to discussions about how to best position the SAG to promote and achieve systems improvement. After spirited discussion, participants agreed to the following core areas of focus for the next year:

- SAG Allocation (existing)
- American Indian Pass Through (existing)
- Planning and Administration (existing)
- Compliance Monitoring (existing)

- Disproportionate Minority Contact (existing but with **new focus**)
- Marketing and Outreach (**new**)
- Training and Education (**new**)
- Youth Engagement (**new**)

### **Part 9: Putting the Plans Into Action**

During this section of the training, participants were asked to examine the key actions they identified as important during the previous section of the training. Specifically, they were asked to develop viable, concrete action steps to develop the framework to achieve the key areas for action developed during the previous section of the training. With the assistance of the Action Planning Form, the teams began to develop steps and assign tasks to accomplish these key actions and related goals. The key actions were then presented to and discussed with the large group. The group was asked to help brainstorm activities and associated deadlines to ensure that they were realistic and achievable. Based on group discussions modifications to the action plans were made. A copy of the specific areas/initiatives to be accomplished under each **new/revised** key area is located in Appendix F. The key activities for the four identified areas are as follows:

#### **Marketing and Outreach**

- Identify three core messages
  - Culture Shift (Progressive culture shift of juvenile system, focus is therapy, alternatives to detention, etc)
- Develop JJAG Branding materials
- Expertise about messages
- Develop strategy to deliver messages
- Deliver messages
- SAG assessment, recruitment, and orientation
- Legislative opportunities

#### **Training and Education**

- Develop message-**focus should be on delinquency prevention**
- Identify topics
  - DMC-law enforcement focus
  - Assessments
  - Promising practices
- Need for Children's Code
- Establish training opportunities
  - Youth Summit
  - Law enforcement
  - State conferences
  - Positive youth development
  - Law enforcement

- Educators

### **DMC**

- Request strategic planning for DMC efforts statewide
- Identification phase complete
- Assessment at the statewide level complete
  - Arrest and diversion contact points are the problematic RRI's
- Target areas are Cumberland county (Portland), and Lewiston
- Identified contributing mechanisms include cultural differences, communication, and first generation immigrants
- Focus is on courts and police to address

### **Systems Improvement**

- Promote EBP programs
- Encourage/institutionalize assessments
- Ensure any proposed legislation meets best practices
- Become “go to” group for juvenile justice issues/initiatives in the state

### **Youth Engagement**

- New orientation for members to understand and appreciate purpose and connectedness
- Specify opportunity for that to happen
- Tap into their expertise
- First impression/orientation
- SAG member skills assessment
- Develop a plan

The participants seemed to find this section of the training useful (see Appendix B). Further, this section seemed to fulfill the session expectations of several participants, which was to develop concrete viable plans for action and develop a framework for their priorities. To assist with completion of this task, participants were given an action planning document, which is used to help groups determine action steps to be taken, a timeline for delivery, and responsible parties. In addition, SAG members were encouraged to assume responsibility for further developing and refining the action plans for each of the key direction areas. Further, they were encouraged to identify those key direction areas for which there was no SAG subcommittee to assume responsibility. For those directions, it was recommended that the SAG review those action plans at each SAG meeting to ensure that these activities were being accomplished.

### **Part 12: Summary, Evaluations, Debrief and Adjourn**

At the conclusion of Day One activities, participants were then asked to think about one to three concrete **next steps** that they needed to accomplish within the next two to three months to ensure that the action plans developed would be put into place. A brief discussion of those potential next steps was undertaken. Possible ideas included

committee restructuring, assessment of the strength and passions of SAG members, and potential re evaluation of current meeting times, places, and structure. This information was recorded and final discussions regarding next steps were tabled until the end of day two to ensure that action plans and necessary next steps for youth engagement would also be included.

## **Day Two Training**

### **Part 1: Welcome, Introductions, and Overview**

Prior to beginning of day two, which was the youth engagement session, members were reminded of the activities undertaken during Day One, asked if anyone had any questions or concerns, and then provided a brief overview of the proposed activities for day two.

### **Part 2: Why Talk About Youth Engagement: A brief philosophic background**

The primary goal of this portion of the training was to help participants gain a better appreciation of how the overall work of the SAG is enhanced by youth member involvement and youth contributions at multiple levels. Participants are reminded of the spirit of the law, the specific youth membership requirements contained in the Juvenile Justice and Delinquency Prevention Act (JJDP Act), as well as encouraged to embrace the spirit of the law, the philosophical ideals valuing the inclusion of youth voice in the work of the SAG. To help enhance these statutory requirements and instill a desire to achieve more than the minimum requirement, discussions regarding the definition of youth involvement and activities designed to help participants recognize the value of youth involvement were undertaken. Members briefly discussed the differences and challenges faced in promoting both the technical definition and spirit. The group quickly and repeatedly identified that engaging authentic, timely youth voice required work and would involve more people than the current SAG youth members. This was identified as a key focus for the strategic planning that would occur later in the day. The group expressed a strong desire to support the total inclusion of youth engagement in the work of their SAG. One of the initial exercises in this section is entitled “Where Do You Stand?”. The activity consists of having participants review a series of statements regarding youth involvement and determine how they as an individual felt about each of those statements. Group discussions regarding individual responses, as well as reactions to the statements were held. The dialogue was spirited and resulted in in-depth conversations about what youth engagement really means.

To provide a greater understanding of key youth engagement concepts, the trainer utilized PowerPoint and handouts to explore two models of youth development; Karen Pittman’s “5 C’s” and Roger Hart’s “Ladder of Participation”. A handout of Hart’s Ladder of Participation and a worksheet focused on the Five Cs Model of Youth Engagement were shared with participants. Examples of this type of engagement in the context of Maine SAG work were discussed and explored. Members shared their perspectives of existing examples of such engagement within their SAG, as well as discussed possible ways that could expand those opportunities for engagement. Additionally, SAG members asked several questions of the trainer regarding how such engagement is achieved in other SAGs. The trainer shared information from successful engagement initiatives within other states. At the conclusion of this section of the training, participants expressed a new understanding of what “true” youth involvement means and looks like in relation to SAG activities.



### **Part 3: The Reality of Youth Engagement**

To move beyond philosophical discussions to those focused on action, the trainer identified and discussed some common barriers and realities of youth engagement including potential logistical, practical, legal, philosophical and cultural concerns. Members reflected a general familiarity with the existence of such realities. Additionally, they expressed a commitment of strong support and flexibility from their SAG in overcoming all of these barriers. The trainer shared potential solutions to some of these realities and barriers, such as including pre-appropriation of travel expenses, use of technology, rotating meeting locations and later meeting times. The group spent a significant amount of time contrasting the culture of young people and the “business world”, particularly the timing and dialogue of meetings, atmosphere of meetings, as well as how to more effectively engage youth in meetings and the work of the SAG through the revision of such atmospheres. The group expressed gaining a great deal of critical insight into the strengths of their SAG, as well as potential areas for growth.

### **Part 4: Creating a Youth Values Statement**

To provide a common definition of SAG youth involvement, the trainer led the participants in a guided activity to develop a youth involvement values statement. This process involved five steps. During the first step, participants brainstormed one-word ideas about the importance of youth voice. Second, they were asked to identify barriers to learning and capturing youth voice. Third, they were asked to brainstorm a list of action-oriented words that reflected their desires with regards to youth involvement in their State Advisory Group (SAG). Fourth, they were asked to identify steps they could take to achieve the inclusion of youth voice on their SAG. Finally, after combining these steps, a value statement was produced. Following a break for lunch, the group revisited their statement. A rich conversation about context, application and desired tone of the values statement was held. The group developed the following as their final values statement:

**“The JJAG values the creativity, experience, and wisdom of our youth members. We aim to eliminate barriers to access (i.e. transportation), communication, and participation through building relationships to facilitate meaningful, honest, and reflective inclusion of all members.”**

### **Part 5: Identifying and Retaining Youth Members**

This section of the training was designed to help participants gain an understanding of the importance of effective recruitment of youth members for involvement in the SAG, as well as several strategies designed to assist in such recruitment. Information covered during this section included identification, marketing, outreach, screening, orientation, first impressions and ensuring appointment. Participants were also presented with information designed to help them gain a deeper understanding of the value of youth member participation, learn new strategies to keep youth engaged and involved on the SAG, and develop solutions to barriers that may inhibit youth retention. Information covered during this section of the training included overcoming challenges in reappointment, proactive approaches, addressing retention and turnover, and establishing retention strategies. More discussion about positive youth development was undertaken with a particular focus on its important role in the retention of youth members.

Participants were also asked to refer back to the Hart's Ladder of Youth Participation handout to begin envisioning what true youth involvement means. The trainer focused heavily on the crucial role of meaningful youth involvement in the retention of youth members.

To help participants begin to understand barriers to youth involvement, the group was asked to brainstorm what they felt the typical road blocks that youth encountered when attempting to assimilate into the SAG. **SAG members identified potential barriers as follows:**

- Use of acronyms
- Lack of use of technology
- Transportation
- Scheduling/access of meetings (lack of technology again)
- Lack of orientation
- Intimidation/formality of meetings
- Lack of clarity about roles and responsibilities
- Relationship building opportunities
- Misalignment of priority about urgency of issues
- Communication styles
- Skills building capabilities

When asked what they felt youth members get from SAG membership, the SAG didn't have a predetermined answer. Participants were encouraged to begin visualizing a profile of their ideal youth member. A discussion regarding the reality of finding these qualities in the broad range of youth voice needed (i.e. system involved youth, younger youth, etc.) was discussed with the participants. Specifically, the trainer encouraged them to seek the ideal youth, but also be willing to work with all youth to become the ideal youth. In other words, in the true spirit of youth involvement SAGs should be willing to recruit youth at various levels of these ideal characteristics. This exercise laid the foundation for participants to begin understanding that adult SAG members must be willing to work with the youth selected for the SAG to ensure that they are given positive opportunities to work and grow both as an individual and as a board member. When asked specifically how they would identify and recruit youth members, the participants expressed a desire to work "hand in hand" with youth in identifying other youth members. Finally, an area, often overlooked by SAGs when recruiting both adult and youth members, is marketing. Most SAGs do not actively market their SAG, their mission, and the important work that they do. As such, many individuals are often unaware of the vital importance of SAGs in system improvement. To address this issue, participants were encouraged to pursue youth engagement specific marketing in their future marketing efforts.

### **Part 6: Building Supportive Youth-Adult Partnerships**

Building on the previous conversation, the facilitator shared the role of youth-adult partnerships in youth development work. Possible methods and benefits of collaboration, as well as mutual support between youth and professional members were explored. Members discussed the professional connections and skills gained from their SAG membership, both of which were made possible through developing relationships with and the modeling provided by adult mentors at some point in their careers/professional

development. The need to develop viable methods for forming supportive adult/youth partnerships was discussed. SAG members expressed a genuine desire to institute such opportunities within their SAG.

### **Part 7: Developing an Action Plan for Youth Engagement**

A primary goal of the group was to develop concrete action plans for the SAG to help them achieve a system for total inclusion of youth members in their SAG. In order to facilitate this task, the trainer led the group through a brainstorming session of overarching actions the group wished to accomplish regarding youth engagement. The following activities were identified:

- New orientation for members to understand and appreciate purpose and connectedness
- Specify opportunities for the orientation to happen
- Tap into the expertise of youth members
- Address the barriers of first impression/“stiffness” of meetings/“first impressions”
- SAG member skills assessment

Finally, details of a SAG youth committee were discussed. The group identified a need for a committee chair to spearhead current plans and represent the youth committee in the larger SAG structure. Essential tasks for the youth committee included establishing by-laws and determining how non-youth members could be involved. Members undertook a detailed dialogue about availability, responsibilities and fit based on strengths. The trainer was highly impressed by the dedication of the group to ensuring true youth inclusion. All dialogue was rich and thoughtful. The desire to achieve the established goals and the depth of thought were especially apparent.

### **Part 8: Reviewing Action Plan, Evaluations and Adjourn**

Due to time constraints, the trainer briefly walked through resources related to leadership development and marketing planning provided in the training packet. Key resources described included a marketing plan outline and leadership development worksheet. The trainer closed by reviewing the participants’ fears and goals to ensure everyone’s expectations had been met and highlight items the group will need to explore further. The conclusion of the training also involved an evaluation form. Finally, the group’s strengths were underscored and the trainer outlined things she learned and appreciated throughout the day. Finally, a review of all activities undertaken during the two day training was provided. The trainer thanked everyone for attending the session and urged them to continue to brainstorm and engage in activities to help them positively impact juvenile justice in Maine. To ensure that the work accomplished during the training would translate into actions, the trainer held a brief discussion about necessary **next steps**. Those next steps were:

- **Develop viable committees to ensure the work of the new/revised focus areas. Committees identified as essential to achieving action were:**
  - Executive
  - DMC

- Legislative
- Marketing and Outreach
- Nominating (Ad hoc)
- Grants (Ad hoc)
- Education and Training
- Youth
  
- **Need to restructure bylaws to accommodate new committee structure**
- **Send survey to SAG members to assess their perspective regarding possible restricting of future meetings. Potential restructuring ideas upon which input is needed are:**
  - JJAG-4 times/year with longer meetings
  - Committees-6 times/year
  - Expectations of SAG members-6 hours/month
  - Frequency, date, and location of future meetings

## Overall Training Issues

Overall, the training was well received, as evidenced by the evaluations (see Appendix B). Participants seemed interested in developing concrete, viable plans to govern their activities over the next year. The need to identify action steps to ensure the collective vision of the work of the SAG is achieved seemed to be embraced by all participants present. The participants seemed genuinely interested in embracing a common vision for their work.

One issue to note that possibly affected training was the lack of attendance by SAG members. Without an adequate amount of SAG members in attendance, the ability of the group to develop concrete action plans to govern the year's activities were limited. Despite this challenge, participants engaged in developing the plans and pledged their support for ensuring that the full SAG membership review and embrace the selected key areas for action.

Additionally, although it was a two day training, each day was packed with the need to convey information, as well as facilitate brief strategic planning sessions to ensure that the participants left the training with concrete action plans for the three key areas of focus and their desire to actively engage youth in their work. Strategic planning and related facilitation typically requires two days to adequately address. However, during this training we had approximately one full day to accomplish these objectives for the overall SAG training and the youth engagement training. As such, the trainer were somewhat limited by in her ability to effectively cover the agenda items. However, due to the passion, energy, and dedication of the participants, with the exception of the completion of timelines and responsibilities associated with the action plans, most agenda items were accomplished.

Additionally, a few SAG members had to leave the training before it was concluded or were unable to attend the entire training session. However, the training session seemed well received and those in attendance indicated that they gained knowledge. Therefore, the issue of individuals leaving early did not seem to affect the training.

As previously mentioned, the trainer modified the specified agenda to better meet the needs of the participants. Specifically, the time allotments for the proposed sections of training were modified to provide an opportunity to ensure that all participants had time to adequately and effectively participate in the specified facilitated activities. As such, much of the allotted training time was spent on facilitated activities designed to help them identify key areas for action, as well as several concrete, viable steps to achieve those key actions over the next year. Participants indicated that they found the activities useful. Overall, it seems as though these objectives and the session expectations were achieved.

Very few negative comments were received. Most comments indicated a general satisfaction with the training. When asked how the participants felt the training might be improved, the only comments received were to have more time to conduct the training.

Finally, it is important to note that while the agenda was ambitious, the need to help the SAG develop a focus for their next year's activities and to develop steps to achieve those activities necessitated the length and ambitiousness of the agenda. For future trainings it might be beneficial to a lot the appropriate amount of time needed to conduct a full strategic planning process.

## Facilitator Recommendations

Most reports on facilitated process offer some observer comments from the Facilitator. In addition to the information provided to participants during the facilitated session, the trainer would like to take this opportunity to provide further information and recommendations designed to guide the enthusiasm of the SAG and continued reform of the Maine Juvenile Justice System. The following observations are provided in no particular order:

1. One of the key areas for action was marketing and outreach, especially in terms of raising the awareness of the SAG to maximize its effectiveness. Currently, they felt this awareness was somewhat limited, which impacts their ability to obtain a “big picture” view of issues statewide, as well as to develop viable plans to address these issues. When a review of SAG membership and interactions with several members during the training was conducted, it was evident that the SAG possesses numerous key stakeholders and a collective passion for becoming the premier voice for juvenile justice issues in the state. However, as evidenced by the concerns expressed by participants, they have not strategically created an awareness of the SAG and their roles, especially as it relates to juvenile justice system improvement on a statewide level. To be recognized as the “go to” group for juvenile justice related issues, the SAG needs to expand their visibility in the juvenile justice system. **It is recommended that the SAG consider utilizing various inexpensive marketing strategies to raise the visibility and recognition of the SAG and juvenile justice reform in the state.** The benefits of developing such a plan are numerous. For instance, since many of the SAG members are leaders in various juvenile justice related agencies throughout the state, these individuals have a wealth of knowledge, experience, and information regarding best practices in juvenile justice. Their ability to effectively impact the juvenile justice system would be enhanced if they were recognized collectively through the SAG body as the foremost authority on juvenile justice; a recognition that will only come with a well planned strategy, such as that contained in a viable marketing plan. To achieve this awareness, participants engaged in an action planning session to specify steps to help them achieve this goal. Some additional ways the SAG might consider raising this awareness is through the following: (1) development of a flyer and a description of the roles and responsibilities of the SAG (2) restructuring of the subcommittees to better maximize effectiveness of SAG efforts and (3) development of a tool kit for parents to ensure they are able to effectively identify and utilize resources within the community.
2. **As previously noted, it is recommended that the SAG consider utilizing a flyer describing the SAG, the roles and responsibilities of its members, and how it can collaborate with other organizations to raise awareness.** The flyer should be used when SAG members visit with other organizations either individually or at their respective meetings to further the awareness of the SAG and its important duties. **A copy of a possible SAG flyer for use in Maine is**

- attached to the final report email for your review.** Additionally, the SAG should consider utilizing the flier to help ensure an accurate understanding of the SAG and its duties, as well as how the SAG can collaborate with other juvenile justice agencies and organizations to maximize their impact on the juvenile justice system.
3. A primary goal of this training focused on the need to develop a plan to reenergize and restructure the SAG to better utilize and maximize the effectiveness of subcommittees. A potential idea to achieve greater collaboration might be to engage more members of the public and or other agencies, as well as to obtain better participation and to better utilize the strength of its members in the subcommittees. **To achieve this task, the trainer recommends that the SAG conduct a strength based assessment of its members around its key focus areas. A copy of the SAG Assessment (full assessment, leadership styles and Maine specific mini assessment) developed by the trainer for Maine is attached to the final report.** The assessment would include collection of the following regarding its members: (1) area of system represented by the member (SAG or non-SAG) (2) the area of the system of most interest to the members (i.e. the member's passion). This type of assessment would **first** allow the SAG to assess their current representation throughout the juvenile justice system. If the assessment yields areas not currently covered, but essential to furthering the work of the SAG, then they should consider recruiting new members from those areas. The assessment of member interests would allow the SAG to restaff subcommittees designed to focus on those areas of identified interests in keeping with the goals of the SAG. As we know, people tend to work diligently on issues about which they are passionate. Harness that energy and passion to further the work of the SAG for the youth of Maine. **Second**, this type of assessment would provide an opportunity to help SAG members set realistic goals for themselves and the group. When harnessing someone's energy, it is essential to identify the areas of interest to that individual.
  4. In addition to harnessing the passions and energies of its members, the SAG should also ensure that meetings (SAG and committee) are efficient, productive, and focused on accomplishing the action steps identified. **Some basic tips to ensure the setting of realistic goals and ambitions are as follows:**
    - a. Set a timeline to govern the goals or strategic directions to be accomplished. Be specific and provide a timeframe during which all related activities should be accomplished. It is recommended that the SAG identify strategic directions on an annual basis. If the strategic direction would realistically take more than one year to accomplish, then break it down into manageable subcomponents which can be accomplished during the year. Track progress on actions related to the timeline (see Timeline Tracking document in Appendix G).



- b. Ensure that the activities can be achieved within the associated time frame. Be realistic. Have honest discussions about whether these strategic directions can be accomplished during the specified time frame. Again, try to adhere to setting time frames for one year at a time. Several benefits to utilizing a one year time frame exist. First, it provides individuals with an “end in sight”, allowing them to focus and work diligently on the tasks before them. After all, it is easy to rationalize that one year isn’t unreasonable when working to improve a system. Second, it allows individuals to see their accomplishments as most SAG members will still be on the board and involved in the activities within that time frame. When strategic directions include five or more years of work and aren’t broken down into subcomponents, individuals often lose track of what they are trying to accomplish making the realization of the strategic direction difficult at best.
5. To help ensure that the SAG achieves recognition as the collective voice for juvenile justice issues throughout the state, **it is recommended that the SAG employ simple strategies to improve recognition and vital role of the SAG in the Maine juvenile justice system.** A key initiative in other states to express the importance of the juvenile justice system, as well as highlight the current issues facing the system is the production of an annual report presented to the Governor by the SAG members. The facilitator **recommends that the SAG continue the production of an annual report to the Governor as a key strategy to ensure that the juvenile justice system becomes a key priority at the state level as soon as possible.**
6. Somewhat related to their goal of raising awareness of the SAG was their goal regarding training and education focused on delinquency prevention. During the action planning and related discussions, participants expressed a desire to educate the general public about the primary focus of rehabilitation in the juvenile justice system. **It is therefore recommended that the SAG consider developing a public education campaign such as that recently produced in Arkansas regarding positive messages they wish the public to acknowledge and understand regarding the youth they serve.** A joint effort of the Arkansas Division of Youth Services, the Strategic Planning Oversight Committee (the statewide juvenile justice reform group) and the Arkansas Coalition of Juvenile Justice (Arkansas SAG), this campaign was designed to educate the general public and key stakeholders about the positive aspects and unique needs of the youth being served by the juvenile justice system. As discussed during the training, such campaigns are crucial to educating the public about the youth being served by the juvenile justice system and laying the groundwork for a better understanding of those youth and how to best serve them. Further information regarding Arkansas’s Truth of Youth campaign can be accessed at the Arkansas

Division of Youth Services Share Point site

(<https://ardhs.sharepointsite.net/DYSSD/default.aspx>). Click on the shared documents link on the left and you will find two folders of interest: (1) Truth of Youth Resources (2) Truth of Youth Toolkit. Additional TOY information with advocacy related materials may be found at the Arkansas Advocates for Children and Families website available at <http://www.aradvocates.org/juvenile-justice/>. Additional materials such as a cost effectiveness focused brochure and talking points are available on this website.

7. Another goal focused on the needs for training and education related to delinquency prevention. To increase awareness of the value of delinquency prevention and educate system stakeholders about its beneficial aspects, **it is recommended that the SAG consider the following strategies: developing a newsletter, creating a website, and creating mentorship for best practices in delinquency prevention among stakeholders.**
8. The SAG also established a goal of continuing their commitment to addressing the issue of DMC within their state. In fact, they indicated that they have completed the Assessment phase of the DMC Reduction Model and identified contributing mechanisms in their focus areas. Despite the problematic nature of the data relied upon for the assessment, the SAG seemed comfortable that the contributing mechanisms identified were realistic and valid. With the conclusion of the assessment, the DMC committee and SAG indicated a desire to develop a full plan to address DMC, based upon the disproportionality and contributing mechanisms identified during the first two phases of the DMC Reduction Model. **To ensure the successfulness of DMC related strategies, the trainer recommends that the SAG submit a TA request for full DMC Strategic Planning. The trainer further recommends that the SAG consider implementing the DMC Community and Strategic Planning (CASP) Initiative in their state.** Information regarding this initiative is available at <https://www.nttac.org/index.cfm?event=dmc.Overview>.
9. Under the systems improvement focus area, participants focused on the goal of creating shared minds throughout all key stakeholders. To achieve this goal it is important to establish clear lines of and opportunities for communication and enhance agency partnerships. As previously discussed, a newsletter and website are optimal tools to help achieve this type of communication. **The SAG is encouraged to review the previously mentioned websites and develop a newsletter and SAG website to enhance opportunities for communication, as well as enhance partnerships with agencies and regional organizations.** The flyers are a useful tool when presenting on the SAG and its roles to other organizations. As previously mentioned, the SAG should seek out opportunities to present at other key stakeholder meetings and to have such stakeholders present

- at their meetings. **Additionally, it is strongly recommended that the SAG consider rotating its meeting locations to cover the entire state. Since the goal is to increase collaboration and communication, it would be beneficial for the SAG conduct its meetings throughout different parts of the state to provide different opportunities for additional agencies, advocates, youth and parents to be involved in the SAG meetings.**
10. Another area of action focused on the important work of youth engagement in the SAG. A copy of the detailed action plan related to this action area can be found in Appendix F. The five prong approach developed included: (1) retention (2) training (3) engagement/experiential opportunities (4) orientation and (5) mentor/buddy system. **It is recommended that the SAG further refine these action plans to ensure appropriate time and dedication is given to the important issue of effectively engaging youth members in the SAG.**
  11. One of the key activities related to Youth Engagement undertaken by the group was the development of a value statement regarding youth engagement in the Maine SAG. **It is recommended that the SAG present their values statement to the full SAG and ask for the SAG to vote to approve their youth engagement value statement.** By formalizing the value that the SAG places on youth engagement, they will be documenting and verbalizing the meaningful role of youth in the Maine SAG.
  12. During the discussion of retention of youth members, participants conducted a review of the Five Cs of youth engagement as it currently exists in Maine. **It is recommended that the SAG continue to revise and enhance their current practices to effectively and meaningfully engage youth in the work of the SAG. Some potential suggestions are as follows:**
    - a. Request and hold additional trainings
    - b. Develop a screening process for youth members
    - c. Identification of expectations of youth members
    - d. Strength based assessment of members and youth members
    - e. Creation of a youth committee
    - f. Determining the best mode for youth committee communication
    - g. Travel to conferences
  13. Although the SAG already has a few youth members, **it is recommended that they formally create a youth committee. To achieve this task, they should conduct the follow steps. First, establish bylaws or guidelines to formally recognize and empower the youth committee. Second, consider expanding the membership of the current committee to include youth who exhibit potential for SAG membership.** The atmosphere of the youth committee is conducive to the development of leadership skills, provides an opportunity to

- become oriented with the work of the SAG and the juvenile justice system, and expands the level of youth voice that is brought to the SAG. See a copy of Kentucky's Youth Committee bylaws for a more thorough example of such a structure. **Third, provide general duties for the youth committee to assist the work of the SAG. Allow the youth committee the flexibility and opportunity to strategize how they will fulfill those duties.**
14. Since the youth committee will be a new standing committee of the SAG, **they are encouraged to review the Youth Manual developed by the Coalition for Juvenile Justice's National Youth Committee.** This document is available at [http://www.juvjustice.org/media/resources/public/resource\\_391.pdf](http://www.juvjustice.org/media/resources/public/resource_391.pdf). This is an excellent resources designed to provide youth members throughout the nation with important information about understanding State Advisory Groups, as well as their role in furthering the work of these groups. **Youth members should also consider joining the of the Coalition's National Youth Committee.** More information about this opportunity is available at [http://www.juvjustice.org/youth\\_leadership.html](http://www.juvjustice.org/youth_leadership.html).
  15. A potential barrier to active youth member participation identified during the training) was the extensive utilization of acronyms during SAG meetings. The Nebraska SAG has developed an innovative way to address this issue. They have appointed an Acronym Police and developed hand held stop signs for this individual to utilize during SAG meetings. Whenever an acronym is utilized during the SAG meeting, the police wave the stop sign and the individual utilizing the acronym stops and explains the acronym. **It is recommended that the SAG consider developing a similar process to ensure that all members understand the conversations that occur during the SAG meetings.**
  16. Many of the SAG members expressed their belief that the opportunity to participate in a training with one day dedicated to action planning and youth engagement was beneficial. **It is recommended that the SAG make it a priority to plan a follow up training in the next year to allow the SAG to receive the final training module (youth leadership development). The SAG would benefit greatly from a follow up training in a year's time to review progress made, refresh members on the importance of youth involvement, and develop a specified plan for youth leadership within the Maine SAG.** Until the follow up training is provided, the SAG should be aware that the current trainer is available for further consultation by email, phone, and/or conference call.
  17. Finally, a primary goal of the entire strategic process was the desire to develop action oriented plans and to enable the SAG to guide the realization of their next year's activities. During the session, the SAG did a tremendous job of identifying key areas and specifying action plans to help achieve those goals. To ensure that this type of commitment and enthusiasm is maintained, **it is recommended that**

**the SAG complete the associated action plans, including timelines and responsible persons within each of the action plans developed during training. The trainer further recommends that the action plans developed be tracked at each SAG meeting to ensure that all identified steps are accomplished.** Some additional tips are as follows:

- a. Utilize a timeline tracking document for each of the four focus areas (see Appendix G for a copy of a blank tracking document).
- b. Consistently share results of timeline tracking/document with entire SAG at meetings
- c. Complete action plans with dates for incorporation into the tracking document
- d. Link each of the key areas with an SAG subcommittee for oversight and responsibility
  - i. Reports at each meetings
  - ii. Develop working groups around each of the focus areas that consist of key stakeholders **outside** of the SAG

# Appendices

# **Appendix A**

## **Agenda**

**The Office of Juvenile Justice and Delinquency  
Prevention (OJJDP)  
Maine State Advisory Group  
New Member and Youth Engagement Training**

**AGENDA**

**September 25, 2013**

**9:00 a.m. –9:30 a.m. Welcome, Introductions, & Establishing a Plan**

**9:30 a.m. - 10:00 a.m. Why are We Here? History of Juvenile Justice  
and Current Focus**

**10:00 a.m. – 11:00 a.m. Juvenile Justice and Delinquency Prevention  
(JJDP) Act and the Four Core Requirements**

- **Deinstitutionalization of Status Offenders**
- **Separation of Youth from Adults**
- **Jail Removal**
- **Disproportionate Minority Contact**

**11:00 a.m.- 11:15 a.m. Break**

**11:15 a.m. – 12:00 p.m. Roles and Responsibilities of SAGs**

- **Small Group Activity**

**12:00 p.m. - 1:00 p.m. Lunch\***

***\*Lunch on your own. OJJDP funds will not be used to provide  
lunch or any beverages.***

**1:00 p.m.- 1:45 p.m. Assessing the Current Climate of Juvenile  
Justice in ME**

- **Federal Climate**
- **State Fiscal Climate**
- **State Initiatives**



- |                              |   |
|------------------------------|---|
| <b>1:45 p.m.- 2:15 p.m.</b>  | <b>Celebrating the Successes: An Overview of SAG Activities</b> <ul style="list-style-type: none"><li>○ <b>Alternatives to Detention</b></li><li>○ <b>Disproportionate Minority Contact</b></li><li>○ <b>Compliance Monitoring</b></li><li>○ <b>Systems Improvement</b></li><li>○ <b>Youth Engagement</b></li></ul> |
| <b>2:15 p.m. – 2:45 p.m.</b> | <b>How We Can Impact the Juvenile Justice System in ME</b> <ul style="list-style-type: none"><li>○ <b>The Three Year Plan</b></li><li>○ <b>The Role of the State Advisory Group</b></li><li>○ <b>Collaborating and Coordinating for Maximum Impact</b></li></ul>  |
| <b>2:45 p.m. – 3:15 p.m.</b> | <b>Break</b>  |
| <b>3:15 p.m. – 3:45 p.m.</b> | <b>Maximizing the Impact of SAG Activities</b>  |
| <b>3:45 p.m. –4:30 p.m.</b>  | <b>Putting the Plans into Action</b>  |
| <b>4:30 p.m. – 4:45 p.m.</b> | <b>Summary, Debrief, and Adjourn</b>  |

**The Office of Juvenile Justice and Delinquency  
Prevention (OJJDP)  
Maine State Advisory Group  
New Member and Youth Engagement Training**

**AGENDA**

**September 26, 2013**

- 9:00 a.m. – 9:30 a.m. Welcome, Recap Day One and Establish Plan for Day Two**
- 9:30 a.m. – 10:45 a.m. Why Talk About Youth Engagement:**  
**A brief philosophic background**
- **The Spirit vs. Letter of the Act**
  - **Continuum of Engagement**
  - **The Theory: Hart's Ladder & Pittman's 5 C's**
- 10:45 a.m. – 11:00 a.m. Break**
- 11:00 a.m. – 11:30 a.m. The Reality of Youth Engagement**
- **Explore Common Myths**
  - **Benefits vs. Costs of Youth Engagement**
  - **Identify Current Roadblocks**
- 11:30 a.m. – 11:45 a.m. Activity: Jargon – Learning to Speak the Same Language**
- 11:45 a.m. – 12:00 p.m. Creating a Youth Engagement Values Statement**
- 12:00 p.m. – 1:00 p.m. Lunch\***

*\*Lunch on your own. OJJDP funds will not be used to provide lunch or any beverages.*

<b>1:00 p.m. – 1:30 p.m.</b>	<b>Share Modified Values Statement &amp; Application</b>
<b>1:30 p.m. – 2:00 p.m.</b>	<b>Identifying Effective Youth Members</b>
<b>2:00 p.m. – 2:30 p.m.</b>	<b>Preparation and Support: Building Relationships to Promote Long-Term Engagement</b>
<b>2:30 p.m. – 2:45 p.m.</b>	<b>Break</b>
<b>2:45 p.m. – 3:00 p.m.</b>	<b>Building Leaders</b>
<b>3:00 p.m. – 3:30 p.m.</b>	<b>Focus on Relationships</b>
<b>3:30 p.m. – 3:45 p.m.</b>	<b>Review Next Steps</b>
<b>3:45 p.m. – 4:00 p.m.</b>	<b>Wrap-Up &amp; Evaluations</b>

## Appendix B

### Participant Evaluations

Overall evaluations were good. Participants seemed to appreciate the training and the strategic planning session. A spreadsheet detailing the ratings of the overall training and each individual section follows. Ratings were compiled from an average of those evaluation surveys completed. A score of 1 was considered low and not meeting participant's needs while a score of 5 was considered high and meeting the participant's needs in most aspects. Each content area of the training was assessed, as well as the overall training and the trainer. The scores are as follow:

EVALUATION OF OVERALL TRAINING											Total
Organized?	4	5	4	5	5	5	4	5	4	5	4.60
Useful?	4	5	4	5	5	4	5	5	4	5	4.60
Prepared?	5	5	5	5	5	5	5	5	5	5	5.00
Knowledgeable?	5	5	5	5	5	5	5	5	5	5	5.00
EVALUATION OF TRAINER											
Lisa Hutchinson											
Knowledgeable?	5	5	5	5	5	5	5	5	5	5	5.00
Answered Questions?	5	5	5	5	5	5	4	5	5	5	4.90
Prepared/Organized?	5	5	5	5	5	5	4	5	5	5	4.90
Group Participation?	5	5	4	5	5	5	4	5	5	5	4.80
SAG Training											
Status of JJ?	5	5	5	5	4	4	4	5	4	5	4.60
Envision big picture?	4	5	5	5	5	5	4	5	4	4	4.60
Three Year Plan?	4	5	5	5	5	5	4	5	5	5	4.80
Youth Engagement											
Organized?	4	5	5	5	5	5	4	5	5	4	4.70
Useful?	4	5	5	5	5	5	5	5	5	5	4.90
Philosophy?	4	5	5	5	5	5	4	5	5	4	4.70
Reality?	4	5	5	5	5	4	4	5	5	5	4.70
Values?	4	5	5	5	5	5	5	5	5	5	4.90
Leaders and Relationships?	4	5	5	5	5	5	5	5	5	5	4.90

#### Comments

Some comments for improvement were provided in writing. Comments are noted for each section. "*At end of evaluation*" indicates that the comments were provided after all the questions, and not as part of question #1.

#### Overall

- **In what ways, if any, would you improve this training?**
  - Allow Lisa more time to deliver the training.
  - Very well done and useful, thought-provoking. Excellent presenter!
  - Nothing. Everyone asked, everyone came up with an answer together.

- Lisa rocks! Great speaker, she made sure everyone understood her, as well as making sure she understood what others were saying. Also got everyone involved! A very neat and organized presentation.
- Lisa did a great job of adjusting to the needs of our group! Thanks!
- It's nothing to do with Lisa, but we could have used more time. However, we had members leaving early and who did not attend.
- More time.
- More Main specific functions.
- I couldn't improve the session and am so pleased to have Lisa help us out.
- Usually I would not score the highest score, but this was an exceptional two days. The meetings were extremely productive. Thank you!
- Dr. Hutchinson was great.
- I really enjoyed this. If anything, expanding it to three days would be great to ensure we get to everything and be able to complete some of the group projects/questions we didn't have time to complete.
- Again, maybe longer or additional days to do some of the group exercises.

## Appendix C

### Session Expectations

- Reenergize JAG (restructure and youth engagement)
- Raising the profile of the JAG (better communicate who JAG is) 2
- Strategic planning (Partnerships and collaboration) 4
- Assess gaps in the system and mitigate them 2
- Address issues
- Local level work
- Youth members-what are our roles and responsibilities and how to do it
- How to be a productive member
- Offer resources
- JAG to become coordinator of all youth initiatives (statewide); be the “go to” group
- What are my roles and how can I be a useful members
- Engage all members
- Market our kids; humanize them; put a face on them; identify their victimization issues
- Assess membership

## **Appendix D**

### **Magic Wand**

- Offer more available MDT services and have more services available to youth and their families upon first entry into the juvenile justice system
- Build a viable alternative services system to CJ-restorative justice as an integrated and accepted method of delivery with wrong doing
- Improvement health system for youth
- Charging mechanism should not be the pathway for help
- Every youth who enter the JJ system is thoroughly assessment and treatment needs are identified and met
- Provide every child, beginning in utero, with a stable home, good nutrition, and healthy, caring relationships
- Development of various services (mental health, educational and employment) to reach out to cover more of the geographic preps of the state
- If money was not an issue I think more projects and/or plans should be made to see success in the juvenile justice system.
- Continuing education
- More resources
- Provide more robust juvenile justice/youth engagement training at the ME Criminal Justice Academy
- Empower law enforcement with more effective front end diversion
- Mentorship program for every child that comes into the jj system
- A one-on-one person to meet with the youth regularly, to assist with educational needs, etc. (combination of caseworker/guidance counselor/substitute parent)
- Increase diversion programs throughout the state
- Increase understanding of trauma informed system of care across all provider working with youth not just mental health system
- Better mental health services/support for all youth
- Prevention
- Address the school to prison pipeline
- Nobody would be detained or committed-all efforts would go toward prevention resources and mental health services/supports
- The resources and will to ensure that contact is beneficial
- This will require wide-spread understanding of brain development and the role of the system (how different from adult system)
- Development of a full continuum of services from diversion through re-entry

- Range of education support services, mental health support services, placement opportunities (low barrier shelter to secure forensic residential placement), and in home family based services
- No reliance on Maine Care/Medical Model



# **Appendix E**

## **SWOT Analysis**

### *STRENGTHS*

- Progressive juvenile code
- Age of criminal responsibility is 18
- Unified court and service delivery system
- Diversity, small group of decision makers
- Violent crime is rare; juvenile violent crime extremely rare
- Juvenile facilities-history of progressive reforms
- Culture shift has begun
- Strong champions for youth and families
- Experienced growth of primary and secondary prevention at the local level

### *WEAKNESSES*

- No monies
- Geographical challenges
- Engaging school boards
- Maine is the oldest state (age) which limits opportunities
- Changes in administration
- Institutional knowledge
- Little coordination of effort
- Continuum of care-no middle ground, no equal access, advocates
- Lack of outreach and education (focus on role of system too)

### *OPPORTUNITIES*

- Maine population is caring and amenable to juvenile justice and treatment (refer to survey done years ago)
- JAG to coordinate/convene key leaders (commissioners for youth summit to create a coordinating youth council (meet once or twice per year)
- What's working focus on successes in agencies and across the state
- Get buy in from the governor-need the appropriately focused message to governor
- Future of main's youth is focus of messaging
- Include private companies, universities

### *THREATS*

- Constant erosion of money
- Constant turnover in state agencies/affects philosophical shift (election next year)
- Safe state, juvenile crime is low
- 1 bad incident away from a major philosophical shift
- Bad data-rigidly controlled by data

# **Appendix F**

## **Action Plans**

## Marketing and Outreach

Activity Steps to be Taken	Person Responsible	Schedule		List Other Individuals That Need To Be Involved	List Any Resources or Support That Will Be Needed To Accomplish	Describe How You Will Know When This Activity Has Been Completed
		Start Date	End Date			
<b>Create an Awareness of the SAG</b>						
Develop a one page flyer about the council					<b>Existing Resource</b> SAG Flyers from Other States <b>Resources Needed</b> SAG Mission/Vision Statements	Flyer Approved by SAG
Brief outline of SAG Roles & Responsibilities					<b>Existing Resource</b> DSG SAG roles & responsibilities handout	Outline Approved by SAG
Identify outlets for distribution of Flyer & Roles/Responsibilities					<b>Resources Needed</b> List of Legislators List of Juvenile Related Agencies List of Statewide Juvenile Boards List of Local Management Boards	Outlets Identified
Distribute, Distribute, Distribute!	SAG State Agency					Fliers Distributed
<b>Develop/Restructure Subcommittees</b>						

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		Start Date	End Date			
<ul style="list-style-type: none"> <li>Identify and vote on specific subcommittees to develop (Recommended committees- Executive, DMC, Legislative, Marketing and Outreach, Nominating (Ad hoc), Grants (Ad hoc), Education and Training, Youth</li> </ul>						Subcommittees Identified
<ul style="list-style-type: none"> <li>Revise bylaws to reflect new committee structure</li> </ul>						
Conduct strength based SAG assessment with focus on key areas (see Maine Mini SAG Assessment document)						
Increase Capacity of the SAG-Recruit new SAG members based on result of SAG assessment						
Recruit interns to assist with marketing and government relations						
Develop a marketing plan (with assistance from interns)						
<b>Establish Lines of Communication</b>						
Develop a mechanism for consistent, timely						

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		Start Date	End Date			
communication with all parties						
*SAG Newsletter						
*SAG website						

### DMC

Activity Steps to be Taken	Person Responsible	Schedule		List Other Individuals That Need To Be Involved	List Any Resources or Support That Will Be Needed To Accomplish	Describe How You Will Know When This Activity Has Been Completed
		Start Date	End Date			
Assessment at the statewide level complete. Arrest and diversion are problematic contact points. Since assessment complete, need to regroup and reorganize the DMC committee.						
Request strategic planning for DMC efforts statewide. Need assistance moving from assessment to effective intervention stage of the DMC Reduction Model.						
Identified contributing mechanisms include cultural differences, communication, and first generation immigrant. Need to ensure interventions are based on identifying and addressing these root causes.						
Ensure that the intervention focus on courts and police to address root causes is rooted in evidence based programming.						

### Delinquency Prevention: Training and Evaluation

Activity Steps to be Taken	Person Responsible	Schedule		List Other Individuals That Need To Be Involved	List Any Resources or Support That Will Be Needed To Accomplish	Describe How You Will Know When This Activity Has Been Completed
		Start Date	End Date			
Develop key messages regarding delinquency prevention						
Send message re key ideas (relationships, mentors, results of prevention)						
Develop strategy to deliver messages (pod casts, PSAs, webinars, social media, etc.)						
Develop a knowledge basis on best practices, solutions for effectively implementing delinquency prevention programs, and evaluation of such programs						
Develop a think tank regarding delinquency prevention practices						
Establish plan for ensuring access to think tank for all interested parties						
Identify model site(s) (at least two) addressing delinquency prevention issues in different communities to provide TTA for other sites						
Collaborate with on identifying conference topics and speakers						
Need assessment around substance abuse program Needs to investigate training options/opportunities						
Ask "model sites" to write a white paper						



## ENGAGING YOUTH SAG MEMBERS IN A MEANINGFUL WAY

Activity Steps to be Taken	Person Responsible	Schedule		List Other Individuals That Need To Be Involved	List Any Resources or Support That Will Be Needed To Accomplish	Describe How You Will Know When This Activity Has Been Completed
		Start Date	End Date			
Retention						
Develop a permanent youth committee						
Report outs from youth committee at every meeting	Youth committee					
Determine the make up on the committee (i.e. ratio of adults to youth) -Youth/movers/Adults=supporters -Adults are non-voting -Adults focus on helping youth to build the structure -Adults could provide educational opportunities based on wants of the youth	Youth committee Adult SAG members					
Self identified tasks and SAG identified tasks	Youth committee  Adult SAG members					
Orientation						
Establish/expand current orientation processes to ensure valid information for both youth and adult members						

Activity Steps to be Taken	Person Responsible	Schedule		List Other Individuals That Need To Be Involved	List Any Resources or Support That Will Be Needed To Accomplish	Describe How You Will Know When This Activity Has Been Completed
		Start Date	End Date			
Develop and implement a Buddy System						
Conduct ongoing training -based on youth interests -site visits with access to system involved youth as speakers						
<b>Engagement/Developmental Experiences</b>						
Participate in grant reviews						
Identify ways to humanize the system						
Develop questions for focus group interviews with system involved youth						
Pursue credit/service learning credit for youth SAG members						
Increase involvement through supporting/opening doors/facilitating with schools and/or diversion/reentry programs						
Utilize table tents/name tags at all SAG meetings						
Provide incentives for heavily involved SAG mentors						
Check-in/Accountability when not attending (how can we help) conducted by mentor/buddy						
<b>Orientation</b>						
Revise existing SAG manual to include youth						

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		Start Date	End Date			
information						
Conduct a interview as a screening tool but includes some information sharing (youth to youth interviewing)						
Conduct a welcome meeting to provide an orientation with youth						
Facilitate icebreakers at all SAG meetings						
Mentors provide pre meeting orientation						
Conduct team building with youth committee						
<b>Mentoring/Buddy System</b>						
Explore models of mentoring for youth and adult SAG members						
Incorporate one-to-one mentoring						
Have mentors prepare with youth members before and debrief after meetings						
Identify interested veteran members						
Having O & T committee establish training for mentors with a youth focus						
Develop a mentor job description for both types of mentors						

## Systems Improvement

Activity Steps to be Taken	Person Responsible	Schedule		List Other Individuals That Need To Be Involved	List ANE Resources or Support That Will Be Needed To Accomplish	Describe How You Will Know When This Activity Has Been Completed	
		Start Date	End Date				
<b>Assessments</b> -JCCOs keep kids out of the system who don't need to be there. -build more capacity with officers to communicate with DOC							
<b>Training for Officers re Juveniles (adolescent brain development, trauma informed care, etc.)</b> -Approach John Rogers at MCJA for new officers or recertification on line in service							
<b>Promoting Best Practices</b> -Like JRB in Old Orchards -Determine who to approach to get the exposure -Conduct seminars/conferences paid in full by JJAG							
<b>Ensure Juvenile Approach Legislation</b> -Hire someone to monitor bills in the legislature -Have legislative committee provide education at every committee hearing where juvenile legislation is being proposed -partner with Law School to assist with analysis of legislation							
<b>Convene a Juvenile Justice Summit</b> -invite law enforcement, courts, state agencies, etc. -consist of ½ day training Purpose is to convene stakeholders, encourage collaboration, and develop a common vision for juvenile justice across systems							
<b>Establish Necessary Support</b> -contract with consultants to achieve above goals -cannot rely on SAG or staff alone to achieve all action							

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		Start Date	End Date				
plans							
<b>Identify Promising Practices/Programs</b> -Hire researcher to identify promising practices/programs -Develop and distribute white papers about identified best practices							
<b>Identify Initiatives</b> -bring policymakers together -establish the SAG as wholesale distributor of Juvenile Justice knowledge and strategies statewide							

## Appendix G

# Timeline Tracking Document

## TIMELINE FOR SUCCESSFUL IMPLEMENTATION OF ACTION PLANS

[illegible]

